



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 11341346
SAU: Portland Public Schools
School: Nathan Clifford School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

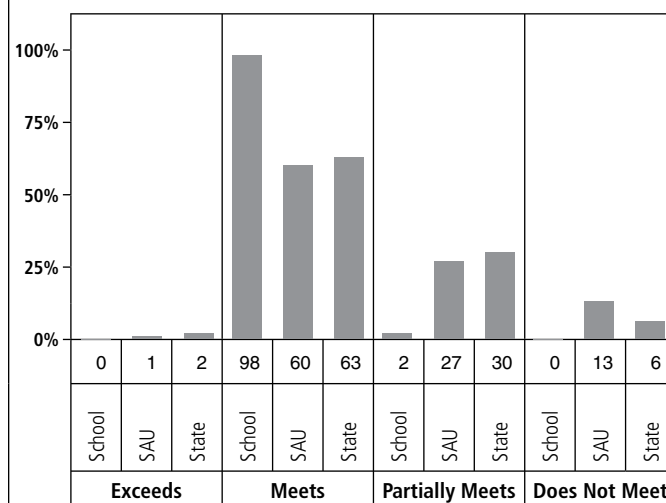
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: Portland Public Schools
School: Nathan Clifford School

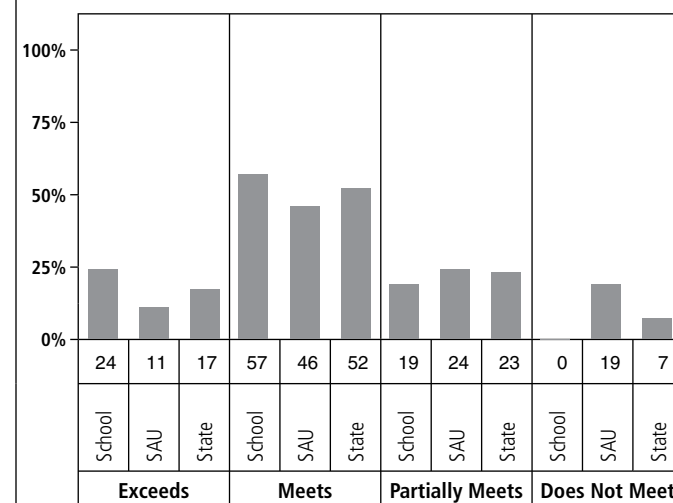
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	348	344	345
2007–2008	347	344	344
2008–2009	349	343	345
Cum. Avg.*	348	344	345
Mathematics			
2006–2007	350	344	347
2007–2008	349	346	347
2008–2009	352	342	348
Cum. Avg.*	350	344	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: Portland Public Schools
School: Nathan Clifford School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	43	100	515	100	13763	100	42	98	513	100	13691	100	42	98	514	100	13691	100						
Ethnicity African American/Black	3	7	107	21	416	3	3	100	106	99	412	99	3	100	107	100	414	100						
American Indian or Native Alaskan	0	0	1	0	102	1	0	0	1	100	101	100	0	0	1	100	101	100						
Asian or Pacific Islander	2	5	48	9	232	2	2	100	48	100	226	97	2	100	48	100	227	98						
Hispanic	6	14	31	6	167	1	6	100	31	100	164	98	6	100	31	100	164	98						
Caucasian/White	32	74	328	64	12846	93	31	97	327	100	12788	100	31	97	327	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	12	28	90	17	2414	18	12	100	90	100	2388	100	12	100	90	100	2388	100						
Current LEP	8	19	146	28	420	3	8	100	145	99	413	98	8	100	146	100	417	99						
Economically disadvantaged	27	63	270	52	5887	43	27	100	269	100	5847	100	27	100	270	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	30	70	323	63	10316	75	30	70	330	64	10355	75						
Identified disability (PET/IEP)	0	0	14	4	437	4	0	0	14	4	445	4						
LEP	6	20	53	16	192	2	6	20	55	17	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
Participation with accommodations	12	28	181	35	3179	23	12	28	175	34	3152	23						
Identified disability (PET/IEP)	12	100	68	38	1757	55	12	100	67	38	1759	56						
LEP	2	17	89	49	214	7	2	17	89	51	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	0	0	36	20	1192	37	0	0	30	17	1157	37						
Participation through alternate assessment (PAAP)	0	0	8	2	194	1	0	0	9	2	184	1						
Identified disability (PET/IEP)	0	0	8	100	194	100	0	0	9	100	184	100						
LEP	0	0	2	25	5	3	0	0	2	22	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	1	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	1	2	2	0	53	0	1	2	1	0	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: Portland Public Schools
School: Nathan Clifford School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	0	0	21	4	332	2
	2007-2008	2	4	6	1	227	2
	2008-2009	0	0	5	1	262	2
	Cum. Total*	2	2	32	2	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	31	82	302	59	8691	63
	2007-2008	38	73	293	61	8403	62
	2008-2009	41	98	301	60	8500	63
	Cum. Total*	110	83	896	60	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	6	16	110	22	3781	27
	2007-2008	12	23	136	28	4018	30
	2008-2009	1	2	135	27	3985	30
	Cum. Total*	19	14	381	26	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	1	3	75	15	1021	7
	2007-2008	0	0	46	10	938	7
	2008-2009	0	0	63	13	748	6
	Cum. Total*	1	1	184	12	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	32.7	71.1	27.0	58.7	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	22.6	70.6	19.1	59.7	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	10.1	72.1	7.9	56.4	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Portland Public Schools
 School: Nathan Clifford School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	42	0	0	41	98	1	2	0	0	349	504	1	60	27	13	343	13495	2	63	30	6	345
Ethnicity																						
African American/Black	3										103	0	35	33	32	336	402	0	40	41	18	339
American Indian or Native Alaskan	0										1						99	0	64	31	5	343
Asian or Pacific Islander	2										48	2	52	29	17	341	222	4	63	25	8	345
Hispanic	6	0	0	6	100	0	0	0	0	347	31	0	55	35	10	343	162	0	51	38	10	342
Caucasian/White	31	0	0	30	97	1	3	0	0	350	321	1	69	24	6	346	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	11	92	1	8	0	0	348	82	0	41	38	21	339	2194	0	32	50	18	338
No	30	0	0	30	100	0	0	0	0	350	422	1	63	25	11	344	11301	2	69	26	3	346
Current LEP																						
Yes	8	0	0	8	100	0	0	0	0	347	142	0	32	38	30	336	406	0	39	41	20	339
No	34	0	0	33	97	1	3	0	0	350	362	1	70	22	6	346	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	27	0	0	26	96	1	4	0	0	348	261	0	44	34	22	339	5721	1	52	39	9	342
No	15	0	0	15	100	0	0	0	0	351	243	2	77	19	2	348	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	42	0	0	41	98	1	2	0	0	349	504	1	60	27	13	343	13489	2	63	30	6	345
Gender																						
Female	18	0	0	18	100	0	0	0	0	350	255	2	62	25	11	345	6568	3	67	26	4	346
Male	24	0	0	23	96	1	4	0	0	348	249	0	57	29	14	342	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	17	0	0	16	94	1	6	0	0	347	225	0	45	32	22	339	2300	0	39	49	11	340
No	25	0	0	25	100	0	0	0	0	351	279	1	71	22	5	346	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										1						155	11	87	2	0	354
No	42	0	0	41	98	1	2	0	0	349	503	1	60	27	13	343	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: Portland Public Schools
School: Nathan Clifford School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	1	100	0	0	340	6	0	39	29	32	337	5	1	44	39	16	340
B. less than one hour	90	0	0	36	100	0	0	0	0	350	71	1	64	26	9	345	80	2	66	28	4	345
C. one to two hours	5	0	0	2	100	0	0	0	0	348	19	0	57	31	12	342	13	2	61	32	6	344
D. more than two hours	3	0	0	1	100	0	0	0	0	346	4	0	37	37	26	338	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	50	0	0	19	95	1	5	0	0	350	53	2	66	23	10	345	47	3	68	24	4	346
B. good	35	0	0	14	100	0	0	0	0	349	37	1	56	33	11	342	41	1	62	31	5	344
C. fair	13	0	0	5	100	0	0	0	0	348	8	0	55	24	21	341	9	0	51	41	8	342
D. poor	3	0	0	1	100	0	0	0	0	354	2	0	38	50	13	341	2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	23	0	0	9	100	0	0	0	0	349	29	1	54	28	17	343	31	3	63	28	6	345
B. They match some of what I have learned.	50	0	0	20	100	0	0	0	0	350	49	1	69	22	8	345	49	2	68	26	3	345
C. They match just a little of what I have learned.	13	0	0	5	100	0	0	0	0	348	14	0	48	39	12	341	14	1	53	39	7	342
D. There is no match.	15	0	0	5	83	1	17	0	0	349	8	0	51	37	12	341	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	10	0	0	3	75	1	25	0	0	343	23	0	49	28	23	340	18	1	50	38	11	342
B. about the same as my regular schoolwork	51	0	0	20	100	0	0	0	0	351	56	1	64	27	8	345	57	2	68	26	3	346
C. easier than my regular schoolwork	38	0	0	15	100	0	0	0	0	348	21	2	62	27	9	344	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	13	0	0	4	80	1	20	0	0	346	21	0	39	34	27	338	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	50	0	0	20	100	0	0	0	0	349	48	1	62	28	9	344	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	38	0	0	15	100	0	0	0	0	351	31	2	72	21	5	347	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	27	0	0	11	100	0	0	0	0	349	27	2	69	22	7	346	22	3	67	25	4	346
B. 20 minutes to an hour	61	0	0	24	96	1	4	0	0	350	48	1	65	27	7	345	46	2	68	26	4	346
C. less than 20 minutes	10	0	0	4	100	0	0	0	0	349	16	1	50	31	18	340	18	1	56	36	8	343
D. I rarely read at home.	2	0	0	1	100	0	0	0	0	342	9	0	36	34	30	337	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	8	0	0	2	67	1	33	0	0	346	21	0	46	33	22	340	29	1	56	36	7	343
B. six to ten pages	21	0	0	8	100	0	0	0	0	349	20	1	60	27	12	342	21	2	62	31	5	344
C. eleven or more pages	72	0	0	28	100	0	0	0	0	350	59	1	66	25	8	345	50	3	68	25	5	346
Optional school/SAU question																						
A.	50	0	0	1	100	0	0	0	0	342	48	0	40	40	20	339						
B.	50	0	0	1	100	0	0	0	0	344	35	0	64	27	9	344						
C.	0										10	0	0	67	33	334						
D.	0										6	0	50	50	0	341						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 3
SAU: Portland Public Schools
School: Nathan Clifford School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	7	18	77	15	1985	14
	2007-2008	10	19	94	19	2277	17
	2008-2009	10	24	57	11	2328	17
	Cum. Total*	27	20	228	15	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	21	55	209	41	6990	51
	2007-2008	24	46	195	40	6764	50
	2008-2009	24	57	231	46	7045	52
	Cum. Total*	69	52	635	42	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	9	24	143	28	3673	27
	2007-2008	16	31	127	26	3504	26
	2008-2009	8	19	123	24	3137	23
	Cum. Total*	33	25	393	26	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	1	3	83	16	1193	9
	2007-2008	2	4	68	14	1044	8
	2008-2009	0	0	94	19	997	7
	Cum. Total*	3	2	245	16	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	34.5	71.9	28.1	58.5	31.5	65.6
A. Number	20	42	13.9	69.5	11.2	56.0	12.8	64.0
B. Data	8	17	6.6	82.5	5.6	70.0	6.1	76.3
C. Geometry	8	17	6.4	80.0	5.0	62.5	5.5	68.8
D. Algebra	12	25	7.7	64.2	6.3	52.5	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Portland Public Schools
 School: Nathan Clifford School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	42	10	24	24	57	8	19	0	0	352	505	11	46	24	19	342	13507	17	52	23	7	348
Ethnicity																						
African American/Black	3										105	1	24	27	49	329	407	7	37	32	24	338
American Indian or Native Alaskan	0										1					99	7	47	38	7	344	
Asian or Pacific Islander	2										48	13	35	38	15	342	223	25	45	24	7	350
Hispanic	6	0	0	4	67	2	33	0	0	347	31	3	32	52	13	339	162	6	44	35	15	341
Caucasian/White	31	10	32	17	55	4	13	0	0	354	320	15	56	19	10	347	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	12	1	8	7	58	4	33	0	0	348	81	5	40	26	30	337	2204	6	36	36	22	338
No	30	9	30	17	57	4	13	0	0	354	424	13	47	24	17	344	11303	19	55	21	4	350
Current LEP																						
Yes	8	0	0	5	63	3	38	0	0	346	144	3	24	36	36	332	412	7	37	35	21	339
No	34	10	29	19	56	5	15	0	0	353	361	14	54	20	12	347	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	27	4	15	15	56	8	30	0	0	349	263	5	36	30	29	336	5727	10	48	31	12	343
No	15	6	40	9	60	0	0	0	0	359	242	18	57	18	7	350	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	42	10	24	24	57	8	19	0	0	352	505	11	46	24	19	342	13501	17	52	23	7	348
Gender																						
Female	18	4	22	10	56	4	22	0	0	352	256	10	44	26	20	342	6568	16	52	24	8	348
Male	24	6	25	14	58	4	17	0	0	352	249	12	47	22	18	343	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	17	2	12	8	47	7	41	0	0	345	225	6	34	30	30	336	2300	4	43	39	14	340
No	25	8	32	16	64	1	4	0	0	357	280	16	55	20	10	348	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										1						155	73	26	1	0	368
No	42	10	24	24	57	8	19	0	0	352	504	11	46	24	19	342	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 3

SAU: Portland Public Schools

School: Nathan Clifford School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	1	100	0	0	336	6	14	14	25	46	334	5	9	38	32	21	340
B. less than one hour	90	10	28	20	56	6	17	0	0	354	71	13	50	23	14	345	80	19	54	22	5	349
C. one to two hours	5	0	0	2	100	0	0	0	0	345	19	7	44	27	22	340	13	16	51	24	9	347
D. more than two hours	3	0	0	1	100	0	0	0	0	352	4	0	40	35	25	333	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	35	5	38	8	62	0	0	0	0	358	38	16	53	17	15	346	40	25	51	17	7	351
B. good	38	4	29	7	50	3	21	0	0	352	44	9	45	31	14	343	45	14	56	24	6	348
C. fair	19	1	14	5	71	1	14	0	0	350	14	9	43	24	25	340	12	7	49	34	10	343
D. poor	8	0	0	2	67	1	33	0	0	347	4	5	26	16	53	333	3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	30	2	17	7	58	3	25	0	0	351	32	16	45	27	12	346	38	23	52	19	5	351
B. They match some of what I have learned.	50	6	30	12	60	2	10	0	0	354	46	13	51	22	15	345	45	16	56	22	6	348
C. They match just a little of what I have learned.	15	2	33	3	50	1	17	0	0	354	18	3	41	25	30	336	12	10	45	33	12	343
D. There is no match.	5	0	0	1	50	1	50	0	0	344	4	0	37	42	21	336	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	21	2	25	5	63	1	13	0	0	351	24	9	45	21	25	340	17	8	45	34	13	342
B. about the same as my regular schoolwork	56	5	23	12	55	5	23	0	0	351	57	11	48	26	15	344	59	19	55	21	5	350
C. easier than my regular schoolwork	23	3	33	5	56	1	11	0	0	357	19	17	43	25	14	345	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	18	1	14	3	43	3	43	0	0	348	17	4	32	33	32	334	15	8	41	35	15	341
B. 30–45 minutes	31	6	50	5	42	1	8	0	0	359	33	13	43	26	18	344	29	16	54	23	6	348
C. 45–60 minutes	15	1	17	4	67	1	17	0	0	350	33	10	54	23	13	345	32	21	55	19	5	350
D. more than 60 minutes	36	1	7	10	71	3	21	0	0	348	17	19	51	20	10	348	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	1	100	0	0	0	0	344	7	3	16	34	47	328	6	6	33	39	23	337
B. two or three days a week	8	0	0	0	0	3	100	0	0	335	7	12	24	45	18	338	12	15	55	22	8	348
C. two or three times each month	3	1	100	0	0	0	0	0	0	370	15	15	42	18	25	343	26	20	56	19	5	350
D. never or almost never	87	9	26	20	59	5	15	0	0	353	71	12	52	24	12	345	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	41	1	6	12	75	3	19	0	0	349	40	6	46	27	21	340	37	14	51	27	9	346
B. two or three days a week	13	2	40	2	40	1	20	0	0	353	26	15	50	21	14	346	27	20	55	19	6	350
C. two or three times each month	21	3	38	4	50	1	13	0	0	357	18	20	44	19	17	346	19	22	53	19	6	350
D. never or almost never	26	3	30	4	40	3	30	0	0	351	16	11	41	35	13	342	18	15	51	26	8	347
Optional school/SAU question																						
A.	50	0	0	0	0	1	100	0	0	334	48	0	40	20	40	334						
B.	50	0	0	0	0	1	100	0	0	334	35	0	55	36	9	344						
C.	0										10	0	33	33	33	329						
D.	0										6	0	50	0	50	336						